

# Inter (Part-I) 2017

English (Compulsory)	(Group-II)	PAPER: I
Time: 2.30 Hours	(SUBJECTIVE TYPE)	Marks: 80

## SECTION-I

2. Answer (in 3-5 lines / sentences) the following any SIX questions from Book-I (Short Stories): 12

(i) Why did the son at the age of six cry?

**Ans** The son at the age of six cried because he had lost his toy plough in a furrow and his father made a new plough.

(ii) Describe the appearance of Mrs. Luella Bates.

**Ans** Mrs. Luella Bates was a large woman with a large purse hung across the shoulder.

(iii) What is the significance of Arthur's life-insurance policy?

**Ans** Arthur had a life insurance policy for \$25,000 with double indemnity in case of accidental death. It is quite significant, because the same money was promised by Mr. Steward as reward.

(iv) Why did George give the pocket-book to his employer?

**Ans** George was not an educated person. He did not know how to read and write. As such, he could not read the name of the owner of the pocket-book. That is why, he gave it to his employer.

(v) Why did the doctor call the sick girl by her first name?

**Ans** He wanted to be on good terms with her so that he could examine her throat.



(vi) Why did the quack come back to the camel men?

**Ans** The quack returned and complained to the camel men that they did not tell him right way to cure.

(vii) Why did Della feel proud of the beauty of her hair?

**Ans** Della took pride in the beauty of her hair because they were of golden colour and reached her knee. Such hair was never had by any queen even.

(viii) Why are the locust compared with bad weather?

**Ans** Both the locust and bad weather are natural calamities and both destroy the crops. The farmers are helpless in this matter. They cannot kill them to save their crops, as well as animals from their effect.

(ix) What was the condition of overcoat worn by the young man?

**Ans** The overcoat of the young man was old, but well-cut. Its material was of good quality. The lapels were stiff and the sleeves were creased. The buttons were made of horn. They were big and shiny.

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3. Answer (in 3-5 lines / sentences) any Five of the following questions from Book-III (One Act Plays): 10

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(i) How did the Second Man accuse the First Man of lying?

**Ans** The Second Man accused the First Man of lying because the First Man was telling a lie that no other person was present in the room whereas the Second Man had already seen the girl there through the glass of a door.

(ii) What did the girl see when she was walking along the road?

**Ans** While walking on the road, the girl saw a man dragging out from the car the dead body of a girl having long hair.



**(iii) How did the girl escape from the killer?**

**Ans** As the killer advances towards her, a dog comes there by chance to save itself from the storm. The dog jumps and seizes the man with its sharp teeth. The dog forces him to run away and the girl has a miraculous escape from the killer.

**(iv) Can the people of the earth compete with the people of Kreton's planet?**

**Ans** Unlike the people on Kreton's planet, the people of earth have little knowledge of universe. They cannot see future. They are unable to control the universe. For these reasons, the people of earth cannot compete with the people of Kreton's planet.

**(v) How many characters are there in the play, A Visit to a Small Planet? Names to be written.**

**Ans** There are seven characters in the play, "A visit to a Small Planet". They are:

1. Kreton
2. Roger Spelding
3. Ellen Spelding
4. Mrs. Spelding
5. John Randolph
6. General Powers
7. Aide

**(vi) What does Kreton say about Powers, thinking for the second time?**

**Ans** Kreton told Powers what he was thinking. He told him that he was making a picture of three silver stars pinning them down on his shoulder. At this point, Powers admitted that he was thinking of his promotion.

**(vii) What has happened to Clay's father?**

**Ans** Clay's father and mother were not on good terms because Clay's father's income was very low. Clay's father left the house to earn money.



**(viii) Why do they want Wozzeck to come?**

**Ans** They want Wozzeck to come there because he has got useful tools with which he can easily open the oyster. Besides, Harry knows that Wozzeck has got some costly pearls. It seems as if he wants Wozzeck to open the oyster and put a pearl in it pretending that it was already there.

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**4. Answer (in 3-5 lines / sentences) any Four of the following questions from Book-III (Poems): 8**

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**(i) How can a rainy day be enjoyed? (The Rain)**

**Ans** A rainy day can be enjoyed by watching the rain from the window in water and by hearing the voice of leaves which are full of rain. The poet says that the sprinkling of water which falls drop by drop on the leaves below creates a music which is sweet to hear.

**(ii) Why does the poet call cherry the loveliest of trees?**

**Ans** The poet is fascinated to look at the cherries hanging along the branches. White dress of cherries is a treat to watch.

**(iii) What does the title of poem "O Where are You Going" signify?**

**Ans** The title of the poem "O! Where are you going" signifies the importance of 'goal' for a bold, brave and courageous person who is ambitious to make his way through thick and thin. He does not listen to discouraging pieces of advice and makes his way to success. We learn a moral lesson that pride hath a fall.

**(iv) Why has the poet used cannon balls to describe the fruits?**

**Ans** The shape of the fruits mentioned in the poem is closer to that of a cannon ball. That is why, the poet compares them with the cannon balls.



(v) Why does the poet call modern men as hollow men?

**Ans** The poet calls modern men as hollow men because they are lacking will-power, energy to act, wisdom and sense. They are unable to communicate.

(vi) Why did the people of Japan look powerless and helpless?

**Ans** The people of Japan look powerless and helpless as they have been devastated by atomic attack which was sudden and quick. They could not defend themselves. It is why they were powerless and helpless.

## SECTION-II

5. Write a letter to your friend condoling the death of his / her mother. (10)

**Ans**

Examination Hall,  
City, A.B.C.

April 20, 2020.

My dear Friend,

I have no words to express my deep shock on the sad demise of your mother. May her soul rest in eternal peace! It is, in fact, an irreparable loss which you have to suffer at so tender an age. Mysterious are the ways of God. We cannot avert the decree of fate. I pray to God Almighty that He may bestow upon you courage, fortitude and patience to bear this loss. The saintly lady had been really very kind to me. The news of her death is also shocking to my parents. We all equally share in your grief. Pay my deepest sympathies to your family.

Yours sincerely,

X.Y.Z



OR

Write an application to the Principal of your college for remission of fine.

**Ans**

The Principal,  
Government College,  
City, A.B.C.

**Subject:** Application for the Remission of Fine.

Dear Sir,

With due respect and veneration, I beg to state that I could not attend my classes for last week. Due to serious illness, I couldn't submit my leave application. I had no source of sending the application as I live at a far-off locality. I have been fined Rs. 50/- for remaining absent from the classes. I come of a very poor family so it is very difficult for me to pay the fine. You are requested kindly to remit my fine.

I shall be very thankful to you for this act of kindness.

 Babulilm

Yours obediently,  
X.Y.Z.

Dated: 01 02, 2020.

6. Write a story on the moral lesson: (10)  
Try, try again

OR

A friend in need is a friend indeed

**Ans**

Try, try again

For Answer see Paper 2015 (Group-II), Q.6.

OR

## A friend in need is a friend indeed

Once upon a time, two friends were passing through a jungle. One of them began to brag. He said that he was a sincere friend and was prepared to make any sacrifice for his friends. Suddenly, a bear appeared there. The same friend was horrified. He climbed up a tree to save his life. The other friend lay down on the ground and held his breath. The bear came near him and smelt him all over. It thought that the man was dead. It went away. The friend came down from the tree and asked his companion, "What did the bear say to you"? The friend replied that the bear had whispered to him: A friend in need is a friend indeed.

**Moral:**

"A friend in need is a friend indeed".

**7.(a) Explain the following lines with reference to the context:** (5)

Dark children with a coin to spend  
Enter the lantern's orbit; find  
Melon, guava, mandarin—  
The moon compacted to a rind,  
The sun in a pitted skin.

**Ans** **Reference:**

These lines have been taken from the poem, "In the Street of the Fruit Stalls", by Jan Stallworthy.

**Context:**

This is a symbolic poem. The world is threatened with war, misery and poverty. But all these have failed to crush man's love for pleasure.



### Explanation:

In these lines, the poet describes that children enjoy the sweet spray of the juice forgetting all about the misery they live in. Poor children come there with a coin and stand in the light of the lanterns. They look at melon, guava and other fruit. Their mouths water. Their surroundings share their misfortune. The shrunken moon, the reduced sun, and dull frosty night signify the prevailing gloom.

### (b) Punctuate the following extract from Book-I: (5)

the man felt his hair flutter and the tissues of his body draw tight as if he were standing at the centre of a vacuum his wife before him seemed almost to whirl away in smoke

**Ans** The man felt his hair flutter and the tissues of his body draw tight as if he were standing at the center of a vacuum. His wife, before him, seemed almost to whirl away in smoke.

### (c) Use any Five of the following pairs of words in your sentences: (5)

- (i) Break; Brake (ii) Pray; Prey  
(iii) Sweat; Sweet (iv) Complement, Compliment  
(v) Hung; Hanged (vi) Fair, Fare  
(viii) Eligible; Illegible

**Ans**

(i) Break

توڑنا

He could not *break* the door.

Brake

بریک

The *brakes* of my car failed near the town.

(ii) Pray

دعا مانگنا

We *pray* to God for the conquest of Islam.



Prey	شکار	The deer fell a <i>prey</i> to the lion.
(iii) Sweat	پینہ	"All is over", the businessman thought, and a cold <i>sweat</i> broke out on his forehead.
Sweet	میٹھا	I remember him as a man of rare, <i>sweet</i> nature and of wide experience.
(iv) Complement	جز و لازم	A kitchen <i>complements</i> a house.
Compliment	سلام کہنا	Convey my <i>compliments</i> to your parents.
(v) Hung	کھوئی (اور غیر) پر لٹکانا	A towel <i>hung</i> from the rail.
Hanged	پھانسی پر لٹکانا	He was <i>hanged</i> for killing his friend.
(vi) Fair	اچھا	He is known as a very fair man.
Fare	کرایہ	For Karachi, the <i>fare</i> was less by train than bus.
(viii) Eligible	اہل	You are not <i>eligible</i> for this post.
Illegible	ایسی لکھائی جو پڑھی نہ جاسکے	His handwriting is <i>illegible</i> .

8. Translate the following passage into Urdu. (Short Stories Book-I): (15)

Looking out, all the trees were queer and still, clotted with insects, their boughs weighed to the ground. The earth seemed to be moving, locusts crawling everywhere, she could not see the lands at all, so thick was the swarm. Toward the mountains it was like looking into driving rain -- even as she watched, the sun was blotted out with a fresh onrush of them. It was a half-night, a perverted blackness.

Ans

ترجمہ:



باہر سب درخت بڑے عجیب اور ساکت اور کیڑوں سے لدے لو تھڑے لگ رہے تھے، ان کی شاخیں بوجھ کی وجہ سے زمین کو چھو رہی تھیں۔ زمین حرکت کرتی ہوئی محسوس ہو رہی تھی، ہر جگہ ٹڑیاں رینگ رہی تھیں، اسے زمین بالکل دکھائی نہیں دے رہی تھی، کیونکہ ٹڑیاں بہت زیادہ تھیں۔ پہاڑوں کی طرف دیکھیں تو یوں دکھائی دیتا تھا جیسے تیز بارش ہو رہی ہو۔ یہاں تک کہ اس نے دیکھا کہ ان کی تازہ پیش قدمی کی وجہ سے سورج بھی دھندلا گیا تھا۔ آدھی رات کا سماں تھا، ایک عجیب سی تاریکی تھی۔

8. Candidates whose medium of Examination is English will write an essay on "Technical Education". (15)

**Ans**

### Technical Education

Technical education may be defined as the practical application of the general principles and methods of scientific studies to the teaching of some trade, profession or handicraft. The importance of such training in country like ours is quite obvious. In Pakistan where more than eighty per cent of the population is agricultural and another ten per cent industrial, it is a crime to make education merely literary and to unfit boys and girls, for manual work, in afterlife. In view of the modern age of industrial scientific advancement, it is admired on all hands that Pakistan cannot keep pace with other countries in the march of progress unless our eminent educationists direct the best possible attention to the introduction and patronization of technical instruction in our schools and universities, and correct the present faulty system of education which is wholly liberal and hence lopsided. An American thinker has said, "There are two obvious kinds of education. One should teach how to live and the other how to make a living." Unfortunately, in our country, we are taught how to live before we know how to make a living. We are brought to know and learn the plays of Shakespeare, the poems of Milton or the chronology of



historical events but very little how to drive an engine, to handle a machine, or to work at loom in some weaving factory. That is partly why a present-day student has to face so much of distress and despair when he has left outside the college walls to make his headway in the practical world. He runs from pillar to post in search of a job with a roll of certificates and diplomas under his arm, but every where finds the same depressing reply, "No vacancy." If we do not want our educational institutions to produce a generation of beggars and stealers but that of the honest-upright gentlemen who earn their livelihood by the sweat of their brow, then it is essential to teach the boys and girls in some special branch of industry mechanisms, handicraft, trade or a profession so that at the end of their educational career they are in a position to find employment easily or failing that start their own private work or business.

Numerous benefits, both practical and moral, accrue from technical education. The habit of doing manual work will make our students healthy, strong and agile. They will have to handle tools in a workshop and this will put a strain on their muscles and make their bodies smart and active. Technical work of minute details will train them in the habits of method and discipline, observation and attention to detail and accuracy. It will also cultivate in them the virtues of patience, faith and industry.

However, in Pakistan, there is already an excess of literary education and to remedy this excess, the need of introducing technical education in our schools and colleges is of the greatest importance. As a matter of fact, the neglect of technical education in Pakistan is a legacy of the British rule. It was the deliberate policy of the Britishers to deprive us of the fruits of technical instruction and give us only literary education so that they may get a train of clerks to work in their offices and nothing more. But now when we have freed ourselves from the yoke of foreign domination, we must reorient and remodel the system of our education and make it more consistent with our present needs, for it is on education that the future destiny of our country depends.